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ABSTRACT

Evaluation was conducted of the first-year operations of a project conducted with the Cranston and Central Falls School Departments (Rhode Island) which allowed eleventh and twelfth grade students to participate in experience-based career education (EBCE) as an alternative to the regular school program. Project objectives (and evaluation) focused on students, selected instructional staff of the two sending vocational technical high schools, selected guidance counselors of the high schools, and the economic community. Project procedures included the implementation of the components of career development, career guidance, and basic academics, and use of the Academic Resource Center (ARC) to further expand the integration of English and mathematics skills into a career education context. The ARC used an instructional management system based on performance objectives and available curriculum materials. It was concluded that the program goals of the first year were successfully completed. Recommendations made included more skill development, active involvement in eliminating sex bias and sex stereotyping, and active recruitment of vocational students. (Appendixes contain a description of the EBCE course, an EBCE program development packet, and a curriculum sequence for guidance classes. The third-party final evaluation of the first year is available separately.) (TA)

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ED150288

FINAL REPORT

Project No. 502AH 60027
Grant No. G310-76-0052

(Period Covered)
September 17, 1977 to October 15, 1977

EXPERIENCED BASED CAREER EDUCATION

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

BEST COPY AVAILABLE

The project reported herein was performed pursuant to a grant with the Bureau of Adult, Vocational, and technical Education, Office of Education U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points os view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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October 15, 1977

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A. SUMMARY OF THE REPORT

(a) Time period covered by the report.

The report covers all activities from the time of approval through the first year of implementation.

(b) Goals and Objectives of the project

The main goal of this project is to give high school students who have not as yet made career decisions the opportunity to explore a wide range of jobs, job environments, and job responsibilities while completing required academic work.

The proposed strategy for accomplishment of this goal is to coordinate the sending high schools of two regional vocational technical facilities into a program which will provide experience based career education experiences for certain of their students. Specifically, the sending schools of the Cranston Area Vocational Technical Facility (Cranston, Foster-Glocester, and Scituate) and the William M. Davies Area Vocational Technical Facility (Cumberland, Central Falls, Lincoln, and North Smithfield) will be coordinated so as to allow 11th and 12th grade students to participate in an experience-based career education program as an alternative school program.

Objectives

The objectives of this project focus on students, selected instructional staff of the high schools, selected guidance counselors of the high schools, and the economic community. An overview of each area is given below.

A. STUDENT OBJECTIVE. The general objectives for student participation in the program are increased career skills in both the cognitive and affective domain, increased self-awareness skills, and more relevant basic skill development.

B. High School Instructional Staff Objectives. The objectives of the project for the instructional staff of the high school focus on increased awareness of their students, the development of skills to provide experience-based career education, and the development of skills to provide individualized instruction in basic skills, More specific objectives for each area are listed below.

C. High School Guidance Counselor Objectives. The objectives of the project for the guidance counselors of the high schools focus on increased awareness of their students career needs. The main goals of this component will be the development of skills to marry career exploratory experiences with real life situations, the development of skills to assist in helping a student acquire decision making skills and the development of skills to assist the student in clarifying his own values.

D. Community Objectives. Objectives for the community focusing on the economic sector include the providing of educational services to students and establishing of closer ties between the economic sector and the educational community.

E. High School Institutional Objectives. The institutional objectives of the high school focus on meeting students needs, developing an experience-based career educational program, training staff to implement the program, training the entire faculty in the techniques used in the program, developing a cooperative relationship with the economic sector of the community, and developing a training capacity to extend the program to other schools.

c. Procedures Followed

The RBS Career Education program operates under the assumption that three components will be offered to students - Career Development, Career Guidance, and Basic Academics. Each of these components are to operate

cooperatively to give students a program which is a meaningful combination of career and academic concepts. Each of the two areas house complete programs for the four participating towns in that region of the state.

There is continuous coordination between the two programs and duplication of many aspects of the program, however, neither of the two programs is dependent on the other for operation.

The career development component is actually located in each region, but the Guidance and Basic Academic Components are located within each participating high school and coordinated through regular regional meetings of participating counselors and ARC teachers.

Career Development Component - Incorporated the in-school USOE clusters of manufacturing, marine occupations, business, and office, hospitality and recreation, and public service, health, communications and fine arts with EBCE training in entry level skills.

This component is offered in bi-weekly segments throughout a school quarter. Four segments are completed during each academic year.

The segments are divided so that the first week allows students to gain a general overview of the program and what is expected of them. This exploration is provided by the EBCE staff. During the next several weeks, students attend job sites to complete the educational programs set up for them. Students rotate so as to explore as wide an array of jobs within an area as possible. The final week is devoted to a wrap-up session and test for knowledge acquisition as it relates to the cluster explored and the skills acquired. At the completion of the cluster segment, students can opt to continue exploration of the same cluster (if further information is required), choose another of the eight clusterareas to explore, or choose to specialize in a particular job (if the job is of interest).

Career Guidance Component - This component acts to provide services to students in two ways - group counseling and individual guidance sessions. The intent of these counseling sessions is to assist EBCE students in self-evaluation, problem solving, and developing decision making skills. This component is offered one to two hours each week by guidance counselors in each participating school who have been trained by Reserach for Better Schools.

Academic Component Center - This component will be avai able in each school beginning in year two of the pro,ram. In the first year, the centers were developed, materials ordered, and learning activities were constructed.

The role of the academic component is to assure that the academic skills that an EBCE student is being taught are relevant to the career experiences he is involved with on the job site and in career guidance. These services will be provide through integrated courses in basic skills and Academic Resource Center.

Academic Resource Center. This component further expands on integration of English and Mathematics skills into a career education context. The Center will use an instructional management system that is based on performance objectives and available curriculum materials. Instructional activities are being constructed which will integrate experimental learning and/or career development and which provides support for student learning activities in the community.

The five major task identified for the implementation of the proposed EBCE strategy were; 1. recruitment and selection of participants, 2. training of teachers and guidance counselors, 3. development of the community as and educational resource, 4. implementation of the components and 5. the acquisition of instructional and training materials.

In discussing the results and accomplishments of the program, it will be clear that as these tasks were addressed, the goals and objectives of the first year of the program were more then adequately accomplished.

d. Results and Accomplishments

1. Student objectives - approximately 115 students were recruited prior to implementation and allowed to select clusters they wished to explore. All participating students in the eight schools were placed at a community site in a career cluster of their choice. They participated in a general overview of the program, a wrap-up session which addressed problems and positive results of the program and in-school related counseling sessions. All students were pre-tested and will be post-tested after five quarters of participation, June, 1978.

In order to obtain some preliminary results of students experiences, the third party evaluator developed a Student Skills and Attitude Inventory which was given to each participant at the end of the first year. The results of this inventory will be found in the final evaluation.

Approximately 120 new students were recruited in the spring and are presently involved in the second year, bringing the new total to about 240 participants.

2. High School Instructional Staff Objectives - The two teachers recruited to actively participate in the EBCE ARC's at each school received training from Research for Better Schools. They then formed an ARC teachers group that met monthly to develop instructional packets for the ARC's and order materials for each school. As a result of their activities, each ARC is now developed and operational in the second year of the program as scheduled. The teachers will continue to develop materials, receive additional supportive training, and order supplies throughout the duration of the program.

3. High School Guidance Counselors' Objectives - The two guidance counselors recruited to actively participate in the EBCE program at each school also received training. They developed an outline to use in their weekly session with participating students. Each student receives a copy of the RBS Guidance workbook at the first guidance session and is given weekly assignments which relate to the guidance objectives. The counselors met regularly with the EBCE regional staff to discuss progress and problems that students have at the exploration site. Guidance interns from Rhode Island College have been added to the program in the second year. Their role is to assist the guidance personnel in everyday activities and for them to participate to a larger extent in the EBCE related activities.

4. Community objectives - The EBCE program is fortunate to have an excellent advisory committee of several leaders in business and industry. They are actively involved in the program and attend wrapup sessions with students, meetings for parents and monthly meetings with EBCE staff to assist in program policy and problems.

The community has been extremely responsive to the goals of EBCE. At the end of the first year of implementation over 130 sites had been developed and refined.

5. High School Instructional Objectives - The high school administrators identify with the program and support the students. Some teachers were not supportive of students in the first year basically because they were unaware of what EBCE is and resented students receiving instruction in a community setting.

During the first year of implementation a graduate course was developed by EBCE staff and representatives from URI and Rhode Island College. This course assists professionals in becoming aware of EBCE and gives them prac-

tical experience in working with all the components. In the present year sixty-two counsellors and teachers are participating in the course. The benefits of training should lead to more cooperation and forms of implementations in other classes than those taught through the ARC.

(e) Evaluation - Third party evaluation took the form of evaluator observations, a community resource questionnaire and a student skills and attitude inventory. Because the actual implementation was for just one quarter, post-testing of students on pre-test inforamtion was left to for June, 1978.

(f) Conclusions and Recommendations - The conclusions of the third party evaluators and the office of Education Team was that the program elements were present in time to offer initial site experiences, that the staff was committed to constantly improving the program and that the goals of the first year were successfully completed.

Recommendations for future attention included more skill development, active involvement in eliminating sex-bias and sex-stereotyping, active recruitment of vocational students. They also recommended that attention be given to operational details including transportation problems, changes in administrative structure and hiring enough staff to develop an effective program in all eight towns.

In closing, based on input from students and all personnel involved in EBCE in Rhode Island this program is enthusiastically accepted. With enough resources available for support it could become a truly viable educational alternative thoughout the State.

A.) The Problem

The Rhode Island Department of Education in conjunction with the Cranston and Central Falls School Departments is currently operating an Experience Based Career Education Program in seven communities, eight high schools in Rhode Island.

The program is designed to meet the needs outlined under Priority Area 2 and incorporate an EBCE model based on that developed by Research for Better Schools, Inc. (RBS). Priority Area 2 refers to the further development and demonstration of the instutional strategies, methods, and teachings of NIE's. EBCE programs in conjunction with an in-school cluster structure designed for occupational exploration.

The Rhode Island educational community is concerned that students have not received a program which develops links between school learning and real experiences functioning out of school. The concern has been voiced through a number of studies and conferences over the past four years both in Rhode Island and nationally. These studies and conferences include a national study of the freshman class of 1975, a national educational outcomes for fiscal 1976, a Rhode Island study of students, parents, teachers and administrators involved with career education programs performed by the University of Rhode Island in 1976, and a 1975 Rhode Island Department of Education survey of all sectors of the community to determine their knowledge of, commitment to and need for vocational education.

The majority of graduating high school students are not sure of their career direction. This fact is supported in a national survey of college freshman which revealed that the majority of students enrolling in colleges in the fall of 1975 (95.5%) were in a college preparatory program in high school.[1] Further, of these enrollees, an extremely small proportion (12.6%) indicated that they were well prepared in vocational skills.[2] It is under-

standable that a proportion (45.1%) indicated they considered selection of college very important because it would help them get a better job.[3] Also, the second largest proportion of students (13.6%) indicated that they were undecided about their probable career choice.

These findings do not even touch upon the options open to students graduating from high school without college plans or to those who enter college and soon drop out. To compound the current problem fro graduating high school students seeking direct employment, the job market is selective and certainly discriminates against a person with little or no job experience.

The findings of a recent unpublished survey reveal Rhode Island secondary students enrolled in career education programs felt career education activities helped them better understand what happens outside of school (78.8%) and that people and places in their town should be used as part of their career education projects (76.8%). The students also noted that career education programs could help them understand the different types of jobs that exist (84.4%), the skills needed to hold a certain job (91.1%), understand how to prepare for a certain job (84.2%), and choose a job to pursue upon graduation (88.8%). In addition, students also felt career education made shcool more interesting (76.0%). However, an unexpected finding was that a significantly larger percentage of these same students noted that they felt the major goal of

career education was to teach students about the responsibilities of holding a job (36.1%). The general tendency in Rhode Island Career Education programs is to ignore the affective skills needed to choose and hold a job and stress cognitive skills needed to qualify for job entry. Career education programs from K-12th grade cover the range of available jobs and the qualifications for jobs. It is believed that the high incidence of job turnover in Rhode Island is related to the fact that people are not completely aware of all the responsibilities a particular career/job encompasses.

The same study surveyed the parents of those students included in the sample. The findings from the parent group regarding the need/desirability for community-to-school links were similar to the findings from students. Parents agreed with students that the general public including parents and businesses have not been utilized effectively in career education programs (33.3%), and that other people and places within the community should be utilized as part of their children's career education (54.4%). There was one discrepancy between parents and students and that was with regard to what the main goal of career education was perceived to be. The largest proportion (41.1%), of parents noted that giving general information on all occupations was the main goal. However, there was an equally high proportion (36.8%) of parents who noted that helping students develop self-image and self-esteem was the main goal. An insignificantly low proportion of parents (6.8%) noted the responsibilities of holding a job (indicated number one by students) as being the main goal of career education.

When teachers involved in career education projects were surveyed during this study, the large majority of those sampled (77.1%) indicated

that the main goal of career education is to help students develop self-image and self-esteem. Here again considerable disagreement exists between levels of people involved in program. It becomes apparent that need exists to coordinate involvement in a career education program so that the energies of each group can be directed at common goals.

These teachers did not differ from the aforementioned groups in their belief that strong community-to-school ties were essential. Fifty-nine percent (59.0%) strongly agreed that the communtiy needs to be utilized as an extension of the classroom and the majority (56.7%) agreed that the general public, including parents and the business/industry/labor community, has not been used effectively in career education projects.

The main finding of this study was that all levels of persons involved with career education agree that there is a definite need for the community to become involved with the program and that to date, this involvement has not been satisfactory. The fact that the same persons cannot agree upon the main intent of career education may be the result of no efforts to coordinate these parties. The development of a coordinated program which would not only address the needs and desires of persons associated with a project but also identify and clarify the thrust of project operations would be a definite asset. Assisting students in sorting out the complex of variables which come into play during high school years could be the most important function of the educational system. The focus of education in this country is to prepare students to assume roles in a society. Since a major influence or part of that role is a person's occupation, it seems logical that schools should expend a good deal of effort in preparing students for making that decision.

In November, 1974, the Rhode Island Department of Education published a report containing the responses of the Rhode Island community to a survey on vocational education. This survey solicited the responses of many levels of decision-makers including educators, students, parents, business and labor. The survey indicated that on overwhelming majority (93%) of the respondents felt that the importance of/and need for vocational education in Rhode Island was increasing.[6] In the same survey most educators felt that local high schools were not providing adequate business/work experiences for youth going on to college.[7] Students polled also felt that all students should have a marketable skill before leaving college (64.3%) which is evidence to support the similar finding from the college level reported earlier.[8] In addition, the majority felt that students desire to receive some vocational education during the high school (58.9%) and that more would enroll in programs if such courses were readily available (71.1%).

These findings are good indications that the Rhode Island educational community and business community are ready to develop a working relationship which would initiate an education-to-work link. In support of this statement were not only the above responses to certain items, but also, the responses of educators, students and the business/industry community to the career decision making condition of high school students upon graduation. A majority of all groups felt that students were not sufficiently prepared to make clear education and career decisions (approx. 59%)[10] that students have not been given sufficient information on careers to make clear educational and career decisions (approx. 6[illegible]%),[11] and that all students should be given a program that would provide both information and assistance in making career decisions. (approx. 90%)[12]

Consequently, students both need and desire some type of exposure/ experience in what awaits them after they graduate from high school. Since area vocational schools can only accomodate limited numbers of students, since enrollment in area vocational programs should be with the intent of preparing for specific jobs/careers, and since a large number of students are unwilling to enroll in area vocational schools because they are, as yet, unsure of career directions, a definite need is apparent for students in the high school to have the opportunity to perform a wide range of career exploratory activities.

B.) Goals and Objectives

The main goal of this project is to give high school students who have not as yet made career decisions the opporutnity to explore a wide range of jobs, job environments, and job responsibilities while completing required academic work.

The proposed strategy for accomplishment of this goal is to coordinate the sending high schools of two regional vocational technical facilities into a program which will provide experience based career education experiences for certain of their students. Specifically, the sending schools of the Cranston Area Vocational Technical Facility (Cranston, Foster-Glocester, and Scituate) and the William M. Davies Area Vocational Technical Facility (Cumberland, Central Falls, Lincoln, and North Smithfield) will be coordinated so as to allow 11th and 12th grade students to participate in an experience-based career education program as an alternative school program.

Objectives

The objectives of this project focus on students, selected instructional

staff of the high schools, selected guidance counselors of the high schools, and the ecomonic community. An overview of each area is given below.

A. Student Objectives. The general objectives for student participation in the program are increased career skills in both the cognitive and affective domain, increased self awareness skills and more relevant basic skill development.

1. Career Development

--Students will develop greater career knowledge.
--Students will develop better career planning.
--Students will develop increased career maturity.

2. Self or life skill development.

--Students will develop increased self-awareness.
--Students will develop increased self-concept.
--Students will develop more positive attitudes toward learning environments.
--Students will develop more positive attitudes toward learning about careers.

3. Basic skill development

--Students will develop a level of mastery in communications skills and math equal to or above their peers.

B. High School Instructional Staff Objectives. The objectives of the project for the instructional staff of the high school focus on increased awareness of their students, the development of skills to provide experience-based career education, and the development of skills to provide individualized instruction in basic skills. More specific objectives for each area are listed below.

1. Awareness of students.

--Teachers will become more aware of the needs and problems of secondary students.

2. Career education skills.

--Teachers will become skilled in the use of the

community as an educational resource for student learning.
--Teachers will acquire skills to deliver career development, career guidance, and integrated academic experiences for students.

3. Integration of basic skills.

--Teachers will acquire the skills to provide instruction in Communication Skills for secondary students as they apply to career education.
--Teachers will acquire the skills to provide instruction in Mathematics Skills for secondary students as they apply to career education.

C. High School Guidance Counselor Objectives. The objectives of the project for the guidance counselors of the high schools focus on increased awareness of their students career needs. The main goals of this component will be the development of skills to marry career exploratory experiences with real life situations, the development of skills to assist in helping a student acquire decision making skills and the development of skills to assist the student in clarifying his own values.

1. Awareness of students.

--Counselors will become more aware of the career needs and problems of secondary students.

2. Career education skills.

--Counselors will become skilled in the use of students' exploratory and specialization experiences in making the transition from school to work more meaningful.
--Counselors will acquire skills to deliver career guidance experience for students both in an invidicual and group setting.

3. Decision making skills.

--Counselors will acquire skills to formulate values clarification and decision making situations for students.

D. Community Objectives. Objectives for the community focusing on the

economic sector include the providing of educational services to students and establishing of closer ties between the economic sector and the educational community.

More specific objectives are listed below.

1. Career Development Coordination Skills

--Businesses, social agencies, and government will develop and provide, at their sites, career education for high school students.
--Businesses, social agencies, and government will participate in the design and monitoring of an experience-based career education experience.
--Businesses, social agencies, and government will develop a cooperative relationship with their local educational community.

E. High School Institutional Objectives. The institutional objectives of the high school focus on meeting students needs, developing an experience-based career educational program, training staff to implement the program, training the entire faculty in the techniques used in the program, developing a cooperative relationship with the economic sector of the community, and developing a training capacity to extend the program to other schools.

More specific objectives are listed below:

1. Meeting student needs.

--The high school will offer educational programs which meet the career development needs of students.
--The high school will offer educational programs which meet the basic skills needs of students.

2. Developing an experience-based career education program.

--The high school will assist the economic sector in developing educational programs to be conducted at sites in the community.
--The high school will develop academic component to fill the basic skills needs of its EBCE students.

3. Training staff to implement RBS Career Education.

--The high school staff will be trained to implement RBS Career Development activities.
--The high school staff will be trained to provide RBS Career Guidance activities.
--The high school staff will be trained to provide educational programs to meet basic skills needs in several academic areas.

4. Training for entire faculty.

--The entire faculty of the high schools will be informed of the techniques used in the delivery of the RBS Career Education Program.
--The entire faculty of the high schools will be informed of techniques used in the integration of Career Education into Communication Skills and Mathematics Skills.

5. Cooperative relationship with the community.

--The high schools will develop a cooperative relationship with the economic sector of the community.

6. Demonstration and training capacity.

--The high schools will develop a cadre of trained teachers who can demonstrate career education and individualized instruction techniques to other educational professionals.
--The high schools will develop a cadre of trained teachers who can assist in the training of other staff in the techniques used in career education and individualized instruction in several academic areas.

C. General Project Designs and Procedures

The RBS Career Education program operates under the assumption that three components will be offered to students - Career Development, Career Guidance, and Basic Academics. Each of these components are to operate cooperatively to give students a program which is a meaningful combination of career and academic concepts. Each of the Area Vocational Facilities

(Cranston Vocational-Technical Facility and William Davies Vocational-Technical Facility) were to house complete programs which cooperate yet, are autonomous. There is continuous coordination between the two programs and duplication of many aspects of the program. However, neither of the two programs is dependent on the other for operation. The EBCE program was to be centered in each area facility with other project operations conducted from this home base.

Program Overviews

The related program was designed to attain the stated objectives and consist of three components:

1. Career Development Component - incorporated the in-school USOE clusters of manufacturing, marine occupations, business, and office, hospitality and recreation, and public service, health, communications and fine arts with EBCE training in entry level skills.

2. Career Guidance Component - assists students in the development of values clarification, career planning awareness, and integration of program experiences.

3. Academic Resource Component - facilitates the integration of student learning activities in the career development component with student academic learning.

These three components are further described below:

1. Career Development Component - the career development component will be the responsibility of school staff and employers. However, the area supervisor will work with the school to insure smooth operation. It is planned that the component will be offered in bi-weekly segments with three or four of these segments being completed during one academic year.

Each student will choose to explore one cluster during each segment.

Once all program students have been placed, the cycle begins. For any one student, the segment actually translates to one (1) day or the equivalent of one day every other week. Participating schools are being encouraged to arrange an EBCE students' schedule so that he/she will have one full or two half days for out-of-school activities without missing other relevent subject matter. Without this scheduling, failure would be built into the program.

The segments are divided so that the first week allows students to gain a general overview of the program and what is expected of them. This exploration is provided by the EBCE staff. During the next several weeks, students attend job sites to complete the educational programs set up for them. Students rotate so as to explore as wide an array of jobs within an area as possible. The final week is devoted to a wrap-up session and test for knowledge acquisition as it relates to the cluster explored and the skills acquired. At the completion of the cluster segment, students can opt to continue exploration of the same cluster (if further information is required), choose another of the eight cluster areas to explore, or choose to specialize in a particular job (if the job is of interest).

This process has the potential to enable a student to explore all eight (8) cluster areas of specialize in up to six (6) jobs during their two (2) year stay in the program.

2. Career Guidance Component - This component acts to provide services to students in two ways - group counseling and individual guidance sessions. The intent of these counseling sessions is to assist EBCE students in self-evaluation, problem solving, and developing decision making skills.

3. Academic Component - The role of the academic component is to assure that the academic skills that an EBCE student is being taught are relevant to the career experiences he is involved with on the job site and in career guidance. These services will be provided through integrated courses in basic skills and an Academic Resource Center.

Academic Resource Center. This component further expands on integration of English and Mathematics skills into a career education context. The Center will use an instructional management system that is based on performance objectives and available curriculum materials. Instructional activities are being constructed which will integrate experimental learning and/or career development and which provides support for student learning activities in the community.

The Three Year Plan for Implementation - The EBCE program will be operational under federal funding for three years. During this period of time program components will be incorporated at varying times and in varying degrees. These components will include student participation, sending schools participation, RBS Career Education and training of staff. Each are discussed in detail below.

1. Student Participants - During the first year actual program operation did not commence until April, 1977. At this time, about one hundred fifty (150) 11th grade students participated. During the second year, one hundred fifty (150) 11th grade students will be selected to participate along with the students from the previous year. This process will be duplicated during the third year to maintain around three hundred (300) students. During the two years of EBCE students will have the opportunity to complete eight (8) nine-week cluster areas. These can be

any combinations of the eight (8) clusters offered. It will be necessary for students to complete at least one segment in the program in the exploration of careers prior to their choosing specializations.

2. Sending School Participation - During the three years of the program, the seven school districts will participate. During these years, the anticipated break-out of students per community will be as follows:

	1st year	2nd year	3rd year
Cranston	50	100	100
Foster/Glocester	10	20	20
Scituate	10	30	30
Lincoln	20	30	30
Cumberland	15	30	30
Central Falls	30	60	60
North Smithfield	15	30	30
TOTALS	150	300	300

3. RBS Career Education. The three components of RBS Career Education-Career Guidance, Career Development and Academic Resource Center will be implemented on a staggared basis. This will be completed as follows:

a. Career Guidance. The career guidance component will operate at each of the sending schools throughout the three years.

b. Career Development. The career development component will operate at each of area vocational facilities from the outset and throughout the three years. This component will commence with notification of funding.

c. Academic Resource Center. (ARC) the ARC will not become operational until the second year of the project. This will give lead time to develop appropriate individualized curricula for Math and English.

During the first year project operation the EBCE students will be blocked into the same English and Math classes at their appropriate high schools. The teachers will be trained by RBS staff in how to individualize instruction in this setting to accommodate the learning needs of the varying levels of students. With this ground work completed and curricula developed, an Academic Resource Center will become operational at each sending high school in the 2nd year. This ARC will be a major component of the program through the second and third years of the project.

4. Training of Staff. Upon notification of funding RBS will begin to structure the training sessions for all levels of staff, teachers, counselors, resource coordinators, and curriculum developers. Staff training during the 2nd and 3rd year will be conducted by the staff trained during the 1st year of implementation.

D. Results and Accomplishments.

The five major tasks identified for the implementation of the proposed EBCE strategy were; 1, recruitment and selection of participants, 2, training of teachers and guidance counselors, 3, development of the community as an educational resource, 4, implementation of the components and 5, the acqusition of instructional and training materials. The accomplishments of the program to date will be discussed within this framework and related whenever possible to the objectives of the program.

1. Recruitment and selections of participants

a. The contract was awarded on September 17, and received in the bureau of vocational education in mid-October. Staff positions were posted in late October, inverviews conducted in early November.

Applicants were selected on November 26. The four staff members were trained by Research for Better Schools and began to develop the program on December 3.

b. Two teachers and two counselors were recruited from each participating school. Several schools identified only one counselor who would be trained and take over all counseling requirements for EBCE students.

c. Student recruitment continued through February, 1977. The staff worked closely with the high school counselors and administrators to arrange small group meetings and moderate-sized assemblies in which they could present an overview of EBCE, encourage the students to discuss potential participation with their parents, and explain the commitment the students would make if they volunteered to be in the program. The recruitment effort was successful in obtaining a sufficient number of students to make the program worthwhile. The numbers of students from each school are listed below:

Experimental Group

Site	Students	Site	Students
Central Falls	21	Scituate	8
Cumberland	18	Ponagansett	9
Lincoln	10	Cranston West	21
North Smithfield	10	Cranston East	18
TOTALS	59		56

TOTAL FOR EXPERIMENTAL GROUP: 115

Control Group

Site	Students	Site	Students
Central Falls	8	Scituate	5
Lincoln	7	Ponagansett	4
North Smithfield	4		
TOTALS:	19		9

TOTAL FOR CONTROL GROUP: 28

TOTAL FOR EXPERIMENTAL AND CONTROL GROUPS: 143

Although staff were not able to assign all students to their first preference in a cluster area, all who volunteered were accepted into the program. Unfortunately, recruitment did not result in a large enough number of volunteers to allow random selection of a control group (further discussion of this is presented in the evaluation section.)

All students were pre-tested in early spring. The pre-test battery consisted of 115 experimental group students and 28 control group. All but three students completed the following:

-Student Demographic Data Questionnaire
-CTBS: Reading, Tests 1 and 2 (one student did not complete these)
-CTBS: Math, Tests 7 and 8 (one student did not complete these)
-Career Maturity Inventory, Parts 2 and 4
-Student Attitude Survey
-Self Directed Interest Inventory (two students did not complete this)

Scoring was done by RBS which provided CRDC with an analysis of the results for the experimental and the control groups, and a profile on each student.

d. In May and June, a new group of Juniors were recruited for the 1977-78 program. As in the first year, all students were informed of the program in small group sessions by EBCE personnel.

Approximately one hundred twenty (120) juniors opted to participate, thus doubling the students that were in the first year experimental group.

Because recruitment did not reach the original goal of three hundred (300) students for year two, the experimental design was changed so that a control group would no longer be required.

e. Due to a change in EBCE staffing patterns for 1977/78, all personnel were terminated at the end of September, and recruitment for new professionals began again. This process will be covered in the 1977/78 interum report.

2. Training of teachers and guidance counselors.

a. During February and March, 1977, teachers and counselors in participating EBCE high schools received training from Research for Better Schools staff. Both total group and concurrent small group sessions were held. An overview of career education and the EBCE materials were presented. Counselor session topics included demonstrations of how to conduct group guidance meetings and sample exercises in career clarification. The teacher sessions focused on a detailed explanation of the Academic Resource Center, (ARC), an example of an individualized instruction program, developing behavioral objectives, reviewing curriculum programs, and setting up and maintaining an ARC.

b. The project staff, in conjunction with faculty from the University of Rhode Island and Rhode Island College, have developed a three (3) credit graduate level credit course based on the program to be offered for staff in the participating EBCE schools. In June, 1977, RBS conducted training for six individuals who would then be available to instruct the graduate course. Two of those trained instruct the initial offerings of the course this fall.

For the teachers' convenience, the courses are held at the EBCE regional centers, Cranston-West High School and Central Falls School.

A copy of the course advertisement and outline will be found in Appendix A.

The course was made available to teachers, counselors, and administrators in all eight schools and it is presently being attended by sixty-two professionals.

3. Development of the Community as an educated resource.

EBCE Advisory Group

a. As Stipulated in the EBCE proposal, an Advisory Group was formed to assist in administrating the program. During the development of the proposal, and prior to the awarding of the contract, the Advisory Group met to help identify potential resources in the economic community. The Advisory Group continued to be active in the project.

Advisory group members from both school districts and the economic community attended a meeting December 10, 1976, to meet with the new staff and be up-dated with the project, to review the activities which need to be completed before student entry into the project, and to initiate specific activities for identifying job sites. In conjunction with identifying job-sites, two luncheons were scheduled, to solicit EBCE involvement from among the business and industrial sectors. Invitations were sent to individuals suggested by Advisory Group members.

Job Site Identification

b. A critical need in the project after the initial implementation period was that of identifying job sites. The amount of time needed to establish contact with a potential site, negotiate the terms of the student's experience while at the site, and finalize the numerous logistical and internal administrative details necessary in order for students to arrive on-site was extensive.

The demands made on the four core staff members were such that they required assistance to obtain a minimum number of job-sites for the fourth quarter. A consultant with a specialty in cooperative was added to the staff to work specifically on job-site development and related problem areas such as insurance and transportation. The identification of job sites was successful with over sixty being available for the program's April starting date.

c. In June, 1977, four staff members were added on a part-time basis to assist in job site identification. Four counselors from participating schools worked all summer to recruit new sites.

Goals were set for the types and numbers of new sites necessary. These staff were trained by the site coordinators. Once a site was identified, specific steps were followed to develop it for the job site experience.

As a result of reworking the clusters, the following eight clusters are being developed for the coming year:

(1) business
(2) communications
(3) fine arts
(4) health
(5) hospitality/recreation
(6) manufacturing
(7) marine science
(8) public service

Students were asked to select three clusters in order of their preference. Assignments to sites indicated that nearly all students received their first cluster choice.

Schedules for the site experiences were also altered. Rather than full day, once per week sessions, students this year will go one full day or two half days every other week depending on the plan their school has opted.

Recruitment of new sites has progressed with two criteria in mind: the quality of an experience a particular site can offer and the proximity of the site to the schools. The concern for quality generates from the staff's decision to more carefully weigh the total a student could gain from an experience. For example, in the Hospitality/Recreation cluster if a fast-food restaurant and a downtown hotel are available as sites, the hotel would be selected for the project because of the broader range of experiences possible there. The concern for proximity is due to the extensive transportation problems encountered last year, and the desire to minimize the potential for them to occur in the future. Also, the less time a student is enroute the more time she or he is actually at the site. Approximately one hundred thirty (130) sites are now available for exploration.

d. All students were placed and site packets were developed for fall quarter prior to school opening. Because all two hundred forty (240) students change sites once or twice per quarter and clusters four times a year, site development continues to be a time consuming job. Changes are presently being made in the choice factor of the program with the thought that if students make longer item choices it will be less difficult to identify sites to fill their needs. A copy of the most recent site development packet, student forms and skill identification by cluster will be formed in Appendix B.

4. Implementation of the Components.

Program Start-Up

The Orientations for students who would participate in EBCE fourth quarter were held April 13, 1977, at Cranston-West High School and at the Blackstone Valley Vocational School. Both Orientations included overviews of EBCE, introduction of staff, description of procedures and guidelines, films, and descriptions of the type of activities students would have on-site. Information

packets were distributed which contained guidelines, schedules, site activity descriptions, and sample evaluation forms. Question and answer periods were held. A major source of inquiries from students was their concern about missed class work and tests. Another was whether they would be assigned to their first choice among clusters. Staff reminded them it would be each student's responsibility to make-up what he or she missed in regular classes, but assured them the teachers would be cooperative in providing assignments, make-up test times, etc. They also explained to the students that not everyone could be guaranteed their first choice, but that in most cases they would be.

b. Career Development Component

This component was discussed in the previous section, development of the community. All students have participated in this component on schedule. All sites were updated prior to several year implementation and all programs were revised and refined.

All cluster programs are non-developed with the only level skills (Appendix B) for that cluster included in the learning activities.

At the end of each quarter, a wrap-up session takes place. The wrap-up consists of representation from placement sites, two students from each site, counselors, advisory committee members and EBCE staff. They all discuss problems and posititve results of the program to date. Their input is essential to planning for each followin quarter.

C. Career Guidance Component

All counselors participated in training, developed a series of small group sessions based on the RBS model and implement these sessions on a weekly

basis. Not only is this component on schedule, but presently each counselor has a guidance intern from Rhode Island College to assist in integrating site exploration with values, clarification, work expectations, and all other elements of the guidance program. A copy of the guidance outline is included in Appendix C. This is continually revised according to student needs.

d. Academic Resource Component

Progress toward establishing the ARC's was significant. The ARC's now operate at Cranston and Blackstone Valley. The first set of curriculum materials were developed with the assistance of sixteen teachers from the EBCE schools who received stipends for their professional services. Many commercially prepared materials were reviewed and ordered. Regular meetings take place between EBCE staff and ARC teachers. They are presently working toward integrating the basic skills listed as part of a students exploration site with class work in English and Math as stated in the original proposal.

The Academic Resource Centers (ARC's) have become operative in the second year of the program. Each ARC in each and every school has been designed to fully accommodate the principles of the RBS EBCE academic component: to integrate language arts and mathematics instruction with the career exposure activities experienced within the on-site career development segment; and, to use individualized instruction methodologies to achieve this purpose. Two basic ARC designs have been formulated. The respective participating schools will elect one of the two designs based upon the abilities and needs of their students, scheduling schemes for the two other EBCE components and staffing logistics.

The two designs for the Academic Resource Center are as follows:

E. Evaluation of the Project

In the opinion of the project director, staff, third party evaluatiors and office of Education Evaluation Team, this project has successfully met the objectives of first-year implementation.

The final evaluation for the first year is attached as Appendix D. In that document the reader will find more specific information related to student objectives, commenting objectives and counseling objectives.

Because implementation took place for just one quarter, many post-tests would not have been valid, therefore, new instruments were developed for the purpose of assessing student skills and attitudes related to the program, and post-tests on the original pre-testing will be done in May of 1978.

F. Conclusions, Implications, and Recommendations

The conclusion of both the third party evaluations and the office of Education Evaluation Team is that the program elements were present in time to offer initial site experiences, that the staff is dedicated and constantly improving the program and that the goals of the first year were successfully completed.

Recommendations for staff attentive in year two included the following:

1. More attentive needs to be given to skill development. This is being done through revisions to the site programs and specializations.

2. More coordination with regular offerings at the secondary level.

3. Active involvement in eliminating sex-bias and sex-stereotyping, this is being accomplished by a series of workshops for EBCE teachers, counselors and staff and by the development of a plan for elementation.

4. Active recruitment of vocational students, this will be worked on before the spring quarter.

Recommendations from the third party educators and the project director were basically concerned with operational details including transportation and insurance problems, enough staff to develop an effective program in eight towns consecutively, and changes in the administrative structure which would increase effectiveness. All of these recommendations are presently being attended to with varied degrees of success.

Based on input from students, school personnel, site personnel, and evaluators, the project staff concludes that the program is being accepted with a great deal of enthusiasm and could become a viable attentive educational program throughout the state of Rhode Island if resources were available to support enough staff to assist administrators to build the program into their systems and to continue to train staff, through graduate EBCE courses, to effectively understand and implement all elements of the program. This position has implications for federal and state support, because without enough financial assistance an effective program cannot be developed.

APPENDIX A

WHAT IS EXPERIENCE - BASED CAREER EDUCATION (EBCE)?

Experience-Based Career Education (EBCE) is a non-traditional learning program in the community for high school students at all levels, from the college-bound to those planning to terminate their formal education. It is an academic program that relates the course content of traditional high school subject areas to the world of work as it actually is. Students study regular course subjects while serving at different experience or work sites in the community and receive formal course credit for the projects and assignments that they complete.

EBCE is a total learning program. It combines academic studies with on-the-spot career learning. It also offers a broad general learning background for all students through a system suited to each student's special learning needs. EBCE does all of this and more by making maximum use of the schools, the wider community of business and industry, and community resources-including its people.

EBCE has been developed to meet the educational and social needs of today's students. In earlier times, many students learned about work by watching family members work. But families today are not like families of the past, any more than education today is like education of the past.

Today's students do not have the opportunity to learn work from their families. Students learn inside schools, separated from the community, not side by side with relatives in the fields or at a store counter. The world of work to today's students has become primarily a place to earn rather than to learn. EBCE shows students that the world of work is also an excellent place in which to learn.

Today's students often find themselves "poor in experience." Some try to enrich their school learning with activities outside the classroom. Other students find that such activities are not enough. They want a deeper knowledge of and involvement in community life as a student before facing the world as a young adult. And some students want to go beyond the textbook, the classroom, the academic assignment to learn; they thrive on person-to-person learning.

EBCE, researched and developed by the National Insitute of Education during the last five years, brings young adults into the mainstream of community life. It does so by offering students an alternative form of education based on inquiry. EBCE is meant to supplement traditional education, not to replace it. The skills and concepts students learn through EBCE can be and are taught in classrooms every day. But EBCE can do more for some students. It can provide a cumulative curriculum of academic work and occupational experience suited to the needs, abilities, and desires of the individual student. Thus, EBCE is designed to:

- teach students to know themselves better;
- Skills that can be applied to career and personal growth;
  help students to gain a broad understanding of the world of work-what they can do and what may be required of them in the "real world" after they complete their education;
- discover that the world of work is made up of "people like us" and not "people like them"' and
- Provide academic training in basic subjects enabling students to meet

OE 013 954

WHY SHOULD I TAKE THIS COURSE?

If you are an educator, this in service training course could give you some methods and ideas which will motivate your pupils to learn their subjects, make the academic curriculum more exciting and real, prepare students for their post high school experiences, and make your students more aware of the worth of the educational opportunities being provided them.

If you are an employer, this in-service training course could give you the opportunity and methods to improve high school education, by taking the learning process out of the school and placing it in the real world working community.

The goal of the EBCE in-service training course is to make available to you- the teacher, counselor, administrator and/or site coordinator - the innovative concepts and approaches which have been combined to formulate the EBCE experience. These principles and techniques can be utilized in your daily activities as a total package or as a new and exciting pool of resources to enrich your existing programs.

WHAT WILL THE COURSE COVER?

The inservice course on EBCE encompases two primary objectives: (1) To present a number of ideas and methods which can be employed by teachers, counselors, administrators, and employers to aid in the completion of their objectives, and; (2) To familiarize the participant with the principles of Experience-Based Career Education as a model of Career Education in the largest sense.

The course will be divided into specific segments each addressing itself to a different facet of the EBCE model as implemented by The State Department of Education paradigm, or to an overview of EBCE as an alternative Career Education. The eight segments are:

(1) The general concepts of Career Education

(2) The four National Experience -Based Career Education Models and The Rhode Island Adaptations

(3) The Rhode Island State Department of Education model in terms of goals, organizational structure, administration, and personnel

(4) Development of Employer Sites including employer contact, site analysis and program development.

(5) Philosophy and Definition of Career Counseling

(6) The Career Decision Making Process, including self assessment, problem-solving and decision-making

(7) The Academic Component-correlating Subject Matter and World of Work Experiences

(8) The RBS Academic Resource Center and alternative strategies

EBCE GRADUATE IN-SERVICE TRAINING

I. The participant will understand the general concept of Career Education. 2 weeks

1. Develop a philosophy and rationale that shall lead to the participants' definition of Career Education.

A. The participants will be able to articulate a model of career development that fits with their philosophy of teaching.

- Classroom presentation and description of three models of career development.

1. Super
2. Ginzberg
3. Teidman and O'Hare

- Participants disclosing their own career development pattern.
- Participants will identify their development pattern with one of the three models given above in #1.
- Each participant will write their own philosophy of teaching.
- Each participant will write (3 pages) a model of career development that fits with their own subject area.

B. The participants will be able to support a rationale for infusing Career Education within their own subject area.

- Read Ed Herr's "Rationale for Career Education."
- Using the above as a model, write a paper supporting the infusion of Career Education in their subject matter area.

2. Develop and articulate to others a definition of Career Education that he/she can support.

A. The participant will formulate a definition of the term Career Education which reflects consideration of USOE and RBS definitions.

- The participants will read and discuss the various definitions of Career Education (handout)
- The participants will discuss the difference in the definitions.
- The participants will practice their own Career

b. Contacting an ARC teacher to learn the operation of the ARC in a particular school setting and presenting an outline to be disseminated to the class.

c. Contructing a plan of an ARC model using the outlines distributed (see b.) This exercise is intended for teachers in school systems not involved in EBCE.

d. Reviewing the ARC model in his/her school and submitting ways of expanding or improving the model. This exercise is intended for teachers in systems participating in EBCE.

Education definition.

- The participants will disseminate and defend this above definition to the other participants.

3. Possess a knowledge of and articulate to others the complimentary relationships that exist between the concepts of Career Education and their present curriculum.

   A. The participant will present at least three arguments in favor of the position that career development (education) should be infused into every student's curriculum.

   B. The participant will present rationale for using Career Education as an enhancement for learning the basic skills in their subject areas.

      - Participants will become familiar with the material for his subject area in "Career Education in the Academic Classroom."

      - Participants will break into triads and defend their position on Career Education in their subject area.

      - The participants will write 3 curricular activities for their subject area and as Career Education relates to basic skills.

II. The participant will become familiarized with the four National Experience Based Career Education Models and focus particular attention on the Rhode Island adaptation of the Research for Better Schools. 1 week

1. The participant will demonstrate his/her ability to understand what EBCE is and how it has evolved by:

   A. defining this approach to education
   B. showing how it is unique and different
   C. tracing its evolution and evaluation from the
   D. N.I.E. models to O.E. categorical funding.

2. The participant will be able to give a brief profile of all four models.

3. The student will demonstrate his comprehension of the differences in curriculum in each of the four models by:

   A. showing the differences in curriculum design
   B. identifying differences in completion requirements
   C. identifying differences in learning strategies
   D. showing the differences in learning plans
   E. identifying differences in the career planning component

F. identifying the extent to which academic course work is integrated with career exploration and decision making in each of the four EBCE models

G. showing differences in small group learning activities i.e. curriculum developed to provide group interaction in a primarily individualized program

H. identifying the differences in documenting student experiences in EBCE.

4. The student will demonstrate his comprehension of the differences in employer/community utilization in each of the four models by:

A. identifying the differences in requirements for community participants

B. identifying differences in community recruitment practices

C. showing differences in procedures for preparation and maintenance of community resource people

D. identify the differences in site analysis techniques

E. clarify the ways in which each of the four models utilizes community sites

F. showing the ways in which each lab addressed the range of career options

5. The student will gain an understanding of the guidance component as it differs within each of the four EBCE models by:

A. identifying the differences in procedures which provide for student accountability

B. clarifying the differences in delivery of guidance and couseling activities

C. showing the differences in parent relationships to each of the four models

D. identifying the differences in student recruitment and selection procedures

6. The student will show an understanding of the management of EBCE in each of the four models by:

A. identifying the differences in EBCE policy making

B. identifying the differences in emphasis when staffing each of the four models

C. showing the facility need and procedures for coordinating transportation

D. identifying the differences in insurance needs and the reasons why

E. identifying the differences in program structure within each of the four models

III. The participant will understand the Rhode Island Model in terms of goals, organizational structure, administration and personnel. 1 week

1. The student will demonstrate his ability to identify and understand the differences and similarity between RBS and the R.I. model in each of the four categories of curriculum. community relationship, guidance and program management by:

   A. listing examples in the R.I. model from each category which reflects modifications of the RBS model to meet R.I. needs.

2. The student will be able to demonstrate his knowledge of the steps involved in implementing an EBCE program by:

   A. developing an outline of steps which must be taken prior to operating EBVE in a LEA

IV. The participant will demonstrate the ability to develop an employer site for career exploration, including employer contact, site analysis and program development. 3 weeks

Instructional Objectives

1. The student will demonstrate his comprehension of the RBS Site Development process by:

   A. correctly identifying the processes involved in each of the four phases of developing a site for exploration

   B. explaining verbally or in writing the differences and similarities in developing a site for exploration or specialization

   C. being able to give a rationale for each of the materials included in the Site Development Package

2. The participant will demonstrate the ability to develop an employer site for career exploration by going through the four site development phases and fully developing one employer site.

V. The participant will understand the philosophy and definition of career counseling. 2 weeks

1. Student will demonstrate his/her comprehension of the philosophy of the RBS Career Guidance Component by:
   A. developing a statement of the relationship of the Career Guidance Component to other components
   B. creating a rationale for career guidance
   C. identifying 90% of the objectives of the Career Clarification Program
2. Given the following terms, the student will be able to describe orally or in writing 90% of the essential elements.
   A. Guidance
   B. Career Guidance
   C. Group Guidance
   D. Group Leadership

VI. The participant will gain an understanding of the career decision making process which includes self awareness, decision making skills and career awareness. 2 weeks

1. The participants will gain an understanding of the Career Guidance Process which includes self-assessment, problem-solving, decision-making.
   A. Given the following terms, the student will be able to define them with 90% accuracy.
      a. self-assessment
      b. problem-solving
      c. decision-making
2. The student will be able to understand his/her understanding of the Career Guidance Process by participating fully in the curriculum activity.
   A. Curriculum Activity
      a. divide into three (3) groups
      b. each subgroup will be assigned one activity in each of the following areas: self-assessment, problem-solving, decision making.
      c. the group will be responsible for evaluating and developing the instructions and approaches for the implementation of each activity.

d. after the instructions and plan for the group activity have been developed, each group will select one activity to implement within their subgroup.

e. the learning experiences of each subgroup should then be shared with the entire class.

VII. The participant will understand the concepts of the academic component which shows a correlation between subject matter and the world of work. 2 weeks

1. The participants will demonstrate his/her understanding of of the correlation between subject matter and the world of work by:

A. Defining Sidney Fine's Classification of Skills, including:

-Adaptive Skills
-Work Content Skills
-Functional Skills

B. Identifying and extrocating functional skills from both course content and work activities.

-Group will be divided into triads
-Each triad will be given a specific task of identifying functional skills from a written outline of course contents and a variety of work activities.
-The group will be responsible for clustering these skills and presenting to the entire class.

2. Make an assessment of secondary schools exit competencies as they relate to the participant's subject matter specialty.

a. Participants will list at least five (5) basic skill competencies that their students need to have to be successful.

VIII. The participant will understand the concept of the RBS Academic Resource Center and develop environmentally appropriate strategies for the delivery of instructional services. 2 weeks

1. The participant will demonstrate his/her ability to understand the RBS Academic Resource Center component by:

a. Explaining orally or in writing the basic philosophy involved in the individualized instructional management system.

E. B. C. E.

Experience Based Career Education

PROGRAM DEVELOPMENT PACKET

CLUSTER: _____

EXPLORATION SITE: _____

SITE COORDINATOR: _____

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VITAL INFORMATION SHEET

SITE _____

DATE _____

MINIMUM NO. OF STUDENTS _____

MAXIMUM NO. OF STUDENTS _____

NO. OF DAYS OF EXPLORATION PROGRAM _____

NO. OF PRESENTATIONS _____

WEEKDAYS AVAILABLE FOR EXPLORATION:	Wednesdays (all day)	Tues/Thurs. (afternoons)
	_____	_____
AVAILABLE FOR SPECIALIZATION	Yes _____	No _____

SITE PROGRAM

SITE: _____

DEPARTMENT: _____

LEARNING SUPERVISOR(s): _____

EXPLORATION OBJECTIVES	EXPLORATION ACTIVITIES

SITE DESCRIPTION

General Description of Site:

Jobs Available For Exploration At Site	English/Math Skills Used

SITE PROGRAM

SITE: _____

DEPARTMENT: _____

LEARNING SUPERVISOR(s): _____

EXPLORATION OBJECTIVES	EXPLORATION ACTIVITIES

STUDENT EVALUATION

NAME _____

SCHOOL _____

YEAR _____

CLUSTER _____

SITE _____

# of days at site _____

SITE CO-ORDINATOR _____

Please name the department this student explored and the time spent at each one.

	# of days
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8

To what extent did the student accomplish the objectives planned for his/her experience in each department? (on a scale of 1 to 5, 1=poor 5=excellent) Circle one.

Dept. #						
	1	1	2	3	4	5
	2	1	2	3	4	5
	3	1	2	3	4	5
	4	1	2	3	4	5
	5	1	2	3	4	5
	6	1	2	3	4	5
	7	1	2	3	4	5
	8	1	2	3	4	5

To what extent did the student participate in the activities planned for his/her experience in each department? Circle one.

Dept. #						
	1	1	2	3	4	5
	2	1	2	3	4	5
	3	1	2	3	4	5
	4	1	2	3	4	5
	5	1	2	3	4	5
	6	1	2	3	4	5
	7	1	2	3	4	5
	8	1	2	3	4	5

RF·dmd

Answer the following 2 questions only if applicable.

1. Did this student have any special characteristics or abilities which would be helpful for sucessful placement in a career available at your site?

YES____ NO____

If yes explain briefly.

2. Did this student have any special characteristics or abilities which would make a successful placement at your site difficult?

YES____ NO___

If yes explain briefly.

General comments and observations.

MANUFACTURING

Mechanical aptitude
Planning ability
Industriousness and initiative
Appreciation of the finished product
Ability to work as a member of a team
Supervisory and/or management abilities
Ability to identify defective products
Reliability
Accuracy
Safe and responsible use of equipment
Physical prowess
Math and /or blueprint reading skills

MARINE OCCUPATIONS

Ability to see an interrelationship between the ocean, earth and atmosphere.
Exploration skills
Survey skills
Ability to analyze and Assay
Knowledge of Electronic Equipment
Knowledge of Marine Laws and Regulations
Appreciation of the importance of the oceans and Marine Life to human enterprise.
Boating Safety
Navigation

HOSPITALITY AND RECREATION

Tackful public relations
Exactness and attention to details
Accounting
Bookkeeping
Hotel Management techniques
Currency exchange rates
Computation skills involved in making reservations
Following directions
Recall skills
Housekeeping, Maintenance and kitchen skills
Restaurant cooking skills
Good communications skills
Supervision skills
Physical skills (athletics)

"Career education is the total effort of schools and the community to help all individauls become familiar with the values of a work-oriented society, and to enable all people to implement these values in their lives if they choose to do so."

Dr. Rupert N. Evans

The Experience-Based Career Education program reflects the above concept of career education by allowing high school students to enter into the community to view and participate in world-of-work experiences. During these on-site visits, students have excellent opportunities to further develop general skills and knowledges. Listed below are examples of some skills common to all occupational clusters.:

- self-awareness
- decision-making
- values clarification
- self-assessment
- information-seeking skills
- reading
- writing
- job seeking skills
- observation
- computing
- reporting
- interviewing
- role playing

Listed below are skills and/or knowledges common to many occupations explored by students.

BUSINESS AND OFFICE OCCUPATIONS

- Record keeping
- Writing letters
- Filing
- Operating office machines
- Computer data skills
- Telephone procedures
- Typing
- Switchboard operations
- Bookkeeping
- Human relations
- Stenographic skills
- Good English skills
- Calculating skills
- Working with details
- Working with figures
- Speed and accuracy

HEALTH

- Ability to emphathize with the ill or injured
- Caretaking skills
- Console and heal
- Human relations
- Diagnostic skills
- Prescriptive skills
- A respect for life
- Prognostic skills
- Patience
- Cleanliness

PUBLIC SERVICE CAREERS

Physical skills (policemen, firefighters)
Ability to operate equipment
Technical skills in sciences, community health, utilities
Teaching skills
Public relations
Researching skills (law)
Purchasing and business skills
Management skills

COMMUNICATIONS AND MEDIA

Speech
Reading
Writing
Organizing
Interviewing
Reporting
Researching
Editing

FINE ARTS

Appreciation of creative products or endeavors
Ability to identify objects of art or talented persons
Ability to synthesize and integrate
Ability to relate ideas through words, pictures, Dance and Music
Technical skills
Clarity in expression
Express oneself creatively

GUIDANCE CLASSES
CURRICULUM SEQUENCE

SELF AWARENESS

Student Objectives

To assist students in:

I. Identifying personal strengths and limitations

Exercises 1 and 6, pages 83 and 99

II. Recognizing his/her aptitudes

Exercises 3, 4 and 5, pages 88, 93 and 96

III. Exploring interests and attitudes

Exercise 2, page 85

Listing of Exercise Titles:

1. Identifying your strengths (and Weaknesses) page 85
2. Attitudes and Interests, page 85
3. Assessing your Academic Performance, page 88
4. Standardized Tests, page 93
5. Vocational Aptitudes, page 96
6. Self-Perception, page 99

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DECISION-MAKING

Student Objectives:

1. The student will be able to define the term values and be able to identify the values which guide his/her personal lifestyle today.
2. The student will be able to list the steps in the decision-making process.
3. The student will be able to apply his/her personal values through the decision-making process to make a tentative decision in his/her career goals

Exercise 1 - The Value Statement (pp. 125-129)

Exercise 3 - At This Point in Time (pp. 134-138)

Exercise 4 - Values/Occupations/Jobs (pp. 139-141)

Exercise 5 - Money and Your Work (pp. 142-145)

Teacher Prepared Exercises for Students will be used for student objective number 2.

CAREER AWARENESS

Student Objectives:

1. Make students aware of occupational clusters.

Exercise:

a. Film "Welcome to the World of Work"

b. Introduce the 5 Career Clusters of EBCE

2. Students will select a Cluster for Career Exploration.

Exercise:

a. Choosing a First Cluster

Materials:

Exercise 1, Page 36 "Goal Setting"

Exercise 2, Page 39 "Using the Self-Directed Search"

Exercise 4, Page 45 "Choosing a First Cluster"

3. Examination of the selected Cluster.

Exercise:

3, Page 42 "Career Exploration Catalog"

economic awareness

STUDENT OBJECTIVE'S:

1. *To aid students in realizing the average costs of living in a given community.*
2. *To aid students in appreciating the differences in the salary to hours work ratio for various jobs within a given career cluster.*
3. *To help students assess the personal importance of money as an element in choice of a career.*
4. *To aid students in weighing economic rewards vs working conditions and personal satisfaction.*
5. *To aid students in weighing importance of fringe benefits to self, to family budget.*

EXERCISES:

1. *teacher made- on typical family expenses & typical budget*
2. *ex. #2 parts where & why pps 60, 64 & 65*
   (64) (65)
3. *ex. #5 on pp -142-143 In Exploration Phase*
   question 3 on pg. 80 In Either Phase
4. *ex. on pg. 81-disc-ques. #4 & 5*
5. *ex. #2 on pg. 65- use part "why" of Job Analysis as Bases for group disc.*

education awareness

STUDENT OBJECTIVES:

1. *To help the students focus upon their personal strengths and weaknesses.*
2. *To develop student awareness that one's self perceptions are conditioned by others.*
3. *To aid students in reviewing their academic performance.*
4. *To access academic standing.*
5. *To get feed back from teachers in terms of teacher's perception of student efforts.*
6. *To have students prepare a work plan to accomplish improvement in school work.*
7. *To have students define behaviors, positive and negative that affect academic ach.*
8. *To encourage students to use their relative strengths and weaknesses as indicated by stan. tests as imputs for career plan.*

EXERCISES

p- 83-Ident. Strengths
p- 88-Assess. Acad. Perf.
p- 93-Stand. Tests
p- 96-Voc. Apt.
p- 161- Meet. Reg.
p- 178- Ed. & Training Reg.
p- 180- Resume Career letter

APPRECIATION ATTITUDES

STUDENT OBJECTIVES

1. *IDENTIFYING PRESENT ATTITUDES TOWARDS THE WORLD OF WORK.*

   Ex. Teacher made: Fanticize a job;

   Outlining ideal conditions under which you would like to work.

   Areas to be covered in identifying present attitudes towards world of work

   MONEY, SOCIAL, PRESTIGE, SUCCESS,

   WORKING CONDITIONS, COMPETITION,

   SKILLS REQUIRED.

2. *TO DEVELOP A REALISTIC APPRECIATION TOWARD THE WORLD OF WORK.*

   1. *Ex.-Teacher made: Student is to research 3 jobs of interest to them covering the areas in obj. 1*

   2. *Ex.2- Interview 1 person in each of 3 different jobs considering all the demensions of that job.*

      Ex.-Py 61- Job Anylsis.

3. *To gain an appreciation of society's attitude of "success" in terms of how it relates to happiness.*

   1. *Ex-Interview 2 "successful" people in the community.*

EMPLOYABILITY

STUDENT OBJECTIVES:

1. TO ACQUAINT STUDENTS WITH AVAILABLE EMPLOYMENT OPPORTUNITIES IN THEIR CAREER FIELD THROUGH NEWSPAPER CLASSIFIED ADS EMPLOYMENT AGENCIES, AND OTHER AVAILABLE SOURCES OF INFORMATION.
2. TO INSTRUCT STUDENTS IN DEVELOPING A PROPER RESUME.
3. TO DISCUSS WITH STUDENTS THE KINDS OF THINGS THAT ARE NEEDED TO PREPARE THEM FOR A JOB INTERVIEW.

EXERCISES-FOR OBJ.#1

EX. 2 pp.168-172
"GO WEST, YOUNG MAN"

OR

EX. 3 PP. 173-179
"OCCUP. STUDY GUIDE"

FOR OBJ.#2

EX. 4 P. 180-189
JOB INTERVIEW
AND/OR
EX. 6 pp. 194-198
SIMULATIONS

SKILLS AND BEGINNING COMPETENCIES

STUDENT OBJECTIVES:

1. *TO AID STUDENTS IN REALISTICALLY ASSESSING SKILLS THEY PRESENTLY HAVE.*
2. *TO AID STUDENTS IN THE JOB ANALYSIS SKILLS AND REQUIRED TRAINING FOR CHOSEN OCCUPATIONS.*
3. *TO AID STUDENTS IN REALIZING THE RELATIONSHIP OF PRESENTLY POSSESSED SKILLS TO THOSE WHICH ARE JUDGED ENTRY LEVEL FOR PARTICULAR OCCUPATIONS.*
4. *TO ASSIST STUDENT IN COURSE SELECTION NECESSARY FOR ALL THE ACQUISITION OF THE NEEDED SKILLS.*

EXERCISES

1. *(A) TEACHER MADE-LIST SKILLS YOU PRESENTLY HAVE INCLUDING ACADEMICS AND NON-ACADEMICS, SCHOOL-RELATED AND NON-RELATED. USE COURSES TAKEN IN PAST.*

   (B) ASSESSING YOUR ACADEMIC PERFORMANCE pg. 90 & 91.
2. *EXERCISES ON pg. 61 AND USING pg. 66, THE "WHO" OF THE JOB ANALYSIS ON pg. 73 OF THE JOB INTEREST PROFILE.*
3. *TEACHER-MADE USING STUDENT JOURNAL OCC'L OUTLOOK HANDBOOK AND CAREER INFO. LIBRARY*

CHARACTERISTICS OF AN EFFECTIVE GROUP LEADER

1. HONESTY
2. SENSITIVITY
3. OPENNESS
4. ACCEPTING
5. SENSE OF HUMOR
6. PATIENT
7. CONGRUENCE
8. EMPATHY
9. CARING
10. FRIENDLY
11. KNOWLEDGEABLE
12. FLEXIBILITY
13. RESOURCEFULLINESS